

Enhancing Non-Native Prospective English Language Teachers' Competency In Sentential Stress Patterns In English

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Abstract

The aim of this study is to investigate a group of prospective English language teachers' competency as to the application of sentential stress patterns in English prior to their graduation from an English Language Teaching (ELT) department in the Turkish context. In the study fifty senior pre-service students completed a self-perception questionnaire, and nine of them received training on sentential stress patterns in English for four weeks. Pre-study self-perception questionnaire results showed that prospective English language teachers in this particular context needed to learn more about sentential stress patterns in English. The experimental study which was conducted to this end with a group of nine pre-service teachers of English proved positive contributions to their competency in sentential stress patterns in English.

Key Words: *Prospective teachers of English, English language teaching, sentential stress in English*

Ana Dili İngilizce Olmayan İngilizce Öğretmen Adaylarının İngilizce Cümlelerde Vurgulama Yeterliklerinin Geliştirilmesi

Özet

Bu çalışmada Türkiye'de bir üniversitesinin İngiliz Dili Eğitimi Bölümü son sınıf öğrencilerinin İngilizcede cümle vurgulama konusunda ki yeterliklerini incelemek ve uygulamalı bir çalışma ile bu yeterliklerini geliştirmek hedeflenmiştir. Bu amaçla çalışma öncesi 50 son sınıf öğretmen adayına İngilizcede telaffuz ile ilgili geçmiş bilgilerini ve cümlede vurgulama yeterliklerini ölçen bir anket uygulanmıştır. Ayrıca bu anketi yanıtlayan elli katılımcıdan dokuz öğretmen adayı ile İngilizce cümlelerde vurgu konusunda uygulamaya dayalı dört haftalık bir çalışma yapılmıştır. Bu uygulamalı çalışma sonrası elde edilen nicel ve nitel veri sonuçları İngilizce öğretmen adaylarının İngilizce cümlelerde vurgulama yeterliklerinde olumlu bir gelişme gösterdiklerini ortaya koymuştur.

Anahtar Sözcükler: *İngiliz dili eğitimi, İngilizce öğretmen adayları, İngilizce cümlede vurgu*

Introduction

Due to the complex structure of English language pronunciation and also the existence of Englishes spoken all around the world (Coşkun, 2009), it would be unrealistic to expect all non-native speakers of English to achieve native-like pronunciation (Alptekin, 2002; Jenkins, 2004; Jenkins, 2005). The complicated nature of English language being a non-phonemic and stress-timed language (Harmer, 2001) also adds to the

difficulty of attaining a sound competency in English pronunciation. Given such a peculiar nature of oral English language, acquisition of "intelligible pronunciation" (Morley, 1991, p.488; Murphy, 1991) becomes a realistic expectation on the part of non-native speakers of English. However, in non-native EFL speaking settings acquisition of intelligible pronunciation may be difficult for speakers of English with syllable-timed mother tongues

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like Turkish (Çelik, 2007; Bayraktaroğlu, 2008) and such learners of English are likely to produce sentences poorly in terms of prosodic features; namely, stress, intonation, and rhythm. Unless learners of English are exposed to such features of English as stress allocation in sentences in English, they are likely to ignore stress patterns or allocate faulty stress in words or sentences in English (Demirezen, 2005; Seferoğlu, 2005; Hismanoglu, 2009). Turkish speakers of English with a syllable-timed native language may also face difficulties in applying correct stress patterns in English. Furthermore prospective teachers of English in ELT departments in Turkey may lack competency in prosodic features of English including sentential stress. It is therefore of high importance to bring sentential stress to the attention of pre-service English teachers in Turkey and in other similar settings on the way to achieve intelligible pronunciation in English prior to their professional lives.

Prosodic features of English have received limited attention in the Turkish context (Seferoğlu, 2005; Demirezen, 2009, Arslan, 2013) when compared with research studies on segmental features of pronunciation (Demirezen, 2005; Çelik, 2008; Hismanoglu 2009; Demirezen, 2010; Hismanoglu & Hismanoglu, 2011; Hismanoglu, 2012). Thus, there need to be more research studies that would investigate non-native English language speakers' use of prosodic features of English in the Turkish context. Pre-service teachers' application of stress patterns in English deserves special attention since they would be the ones to disseminate good practice of English pronunciation in EFL classes. This study, therefore, strives to find out and then enhance a group of pre-service English teachers' knowledge and application of stress patterns in sentences in English.

Literature Review

Sentential Stress

Intelligibility principle tolerates individual pronunciation errors that do not affect spoken communication when compared with the nativeness principle which focuses on spoken language without any possible errors (Levis, 2005 & Munro and Derwing, 2006). Intelligible pronunciation as a realistic

expectation in non-native settings of English would add to non-native English language teachers' professionalism (Jenkins, 2000). Non-native English language teachers who possess intelligible English can disseminate correct English pronunciation in their future lives in English as a foreign language (EFL) classes. Intelligibility has therefore gained importance for non-native teachers of English for a better status in their professional lives (Demirezen, 2005) and also for learners of English for successful communication with other speakers of English.

Non-native speakers of English can "achieve the goal of improved comprehension and intelligibility" (Harmer, 2001, p.183) through pronunciation instruction in English language teaching programmes. However, pronunciation instruction needs to go beyond such segmental features of spoken English as production of consonants, vowels, and consonant clusters (Jenkins 1998; Jenkins, 2000; Morley, 1991) and such suprasegmentals as stress patterns, rhythm, and intonation need to receive emphasis (Jenkins, 2004; Morley, 1991) since acquisition of such suprasegmental features may add to the attainment of intelligibility (Hahn, 2004; Derwing & Munro, 2005; Derwing, Thomson & Munro, 2006) and also to successful communication in English (Derwing, Munro, & Wiebe, 1998). Non-native speakers of English are likely to face difficulties in maintaining successful communication in English if they fail to apply prosodic features of English in their language as poor application of stress patterns may result in loss of communication (Celce-Murcia, Brinton, & Goodwin 1996; Celce-Murcia, Brinton, & Goodwin, 2010; Murphy, 2006; Harmer, 2001). Harmer (2001, p. 184) pinpoints the importance of correct stress allocation as "stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly" and also in communication stressed syllables receive particular attention by native speakers (Celce-Murcia, et al., 1996; Harmer, 2001; Hahn, 2004; Murphy, 2006).

'Tonic stress', 'emphatic stress' and 'contrastive stress' constitute basic stress patterns in English sentences (Cook, 1991; Çelik 1999; Çelik,

2007). In tonic stress in English function words such as prepositions, auxiliary verbs, personal pronouns, articles, possessive adjectives, demonstrative adjectives, and conjunctions are unstressed (Celce-Murcia, et al., 2010; Çelik 1999; Çelik, 2007). In case of emphatic stress, stress placement depends on "confirmation, authorisation, endorsement, agreement, approval, verification, cooperation and so on" (Çelik, 1999, p.54) and also on using reflexives such as 'myself' and 'own', such adverbs as 'very' and 'so', and such words as 'indeed', and 'terribly' (Çelik, 2007). Concerning contrastive stress, any word that is contrasted receives the tonic stress regardless of function or content word (Çelik, 1999; Çelik, 2007). Thus, learners of English need to learn how to place correct stress in sentences in English to achieve intelligibility in English.

Methodology

Participants

This study was held in the spring term of the 2011-2012 academic year in an English Language Teaching department of a Turkish university with fifty pre-service teachers (36 female; 14 male) of English in their final year. A pre-service English Language Teaching programme in the Turkish context educates English language teachers for a period of four years in addition to a compulsory English preparatory programme. The programme includes ELT skills and methodology courses such as Linguistics, Oral Language Skills, Teaching Language Skills, Teaching Young Learners, inter alia, which may also offer instruction on pronunciation. In the study the purposive sampling method was used to select the participants. A self-perception questionnaire was distributed to all available fifty senior pre-service teachers in order to investigate their competency in sentential stress patterns in English. Furthermore, nine volunteering prospective teachers (8 female; 1 male) received treatment on the application of sentential stress patterns in English. Not all the fifty participants took part in the experimental study since conducting an experimental study on sentential patterns of English with all the participants would be difficult to handle within the limits of this small scale research study. Furthermore, as such an experimental study required the

researcher to deal with each participant's application of stress patterns meticulously, a small group of participants would suffice and offer the researcher better insights into their application of sentential patterns in English.

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Procedure

The study reflects both a descriptive and also a quasi-experimental nature. It is of descriptive nature since 50 pre-service teachers of English responded to a pre-study self-perception questionnaire related to the application of sentence level stress patterns in English. The study has also a one-group pretest-posttest design with the treatment of a group of pre-service teachers' stress patterns in English sentences. A group of nine pre-service teachers of English received treatment on sentential stress patterns in English as well as a pre-study questionnaire and a post-study questionnaire. The questionnaire included questions as to participants' background knowledge they had in English pronunciation and also as to their competency in English pronunciation. In the pre-study questionnaire test items as to sentential stress included sentences related to tonic stress, contrastive stress, and emphatic stress patterns. Test items for tonic stress and contrastive stress were adopted from Celce-Murcia, et al. (1996) and sentences as to emphatic stress were taken from Çelik (1999) and are displayed in Table 1, Table 2 and Table 3, respectively. All the syllables that receive primary stress are typed in large capital letters and also printed in bold in the study. 15 major year students received the questionnaire for reliability purposes. In addition a native speaker of English and four ELT specialists were asked about any suggestions on the items included in the questionnaire. The results of Cronbach's Alpha reliability test showed that the questionnaire was reliable enough as it had Cronbach's Alpha value of .674 (N of Items 21).

Table 1: Sentential stress: tonic stress (Adapted from Celce-Murcia, et al., 1996: 151-6)

| |
|--|
| <p>DO it; It HURTS; I SAW you; WHERE'S the BEEF? ; JOHN'S a LAWyer; COME to CAnada; I THINK he's GOT it; I WENT to the STAtion; Her FATher CLEANed the BASEment; It's BETTER to HIDE it from JOHN.</p> |
|--|

Table 2: Sentential stress: contrastive stress (Adapted from Celce-Murcia, et al., 1996: 156)

| |
|--|
| <p>A: WHAT do you DO?</p> <p>B: I'm a DOctor and I WORK in a HOSpital.</p> <p>B: WHAT do YOU do? (addressing C)</p> <p>C: I'm a proFESsor and I LECTure at the uniVERsity.</p> |
|--|

Table 3: Sentential stress: emphatic stress (Adapted from Çelik, 1999: 54-55)

| |
|---|
| <p>1. I mySELF went there.</p> <p>2. I'm TERribly sorry.</p> <p>3. A) I'm not a good person. B) You ARE one.</p> <p>4. A) May I leave now? B) You MAY.</p> <p>5. A) Did you do it? B) I DID.</p> |
|---|

Furthermore, micro-teaching lessons of the nine experimental group participants were analysed by a native speaker in relation to the application of sentential stress and intelligibility in English. These nine student teachers received instruction on the use of sentential stress patterns for a period of four weeks. Each week the participants convened in a classroom with computer facilities and received instruction on common sentential

patterns in English for a period of up to 90 minutes through interactive materials. At the end of the study the same nine student teachers were also asked to complete a post-study questionnaire which included the same items in the pre-study questionnaire. The overall procedure followed in the study is shown in Table 4.

Table 4: The procedure for the study

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|--|
| <p>Pre-study Questionnaire including the pre-test on stress-patterns (50 participants).</p> <p>Analysis of video-taped micro-teaching (9 participants).</p> <p>The stress pattern study (9 participants)</p> <p>Post-study questionnaire including the post-test on stress-patterns (9 participants)</p> |
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Data Analysis

An SPSS statistical program was used to analyse data gathered from the pre-study and post-study questionnaires. Data as to background information was analysed through mean scores (x); namely, "1.0-1.80 (Not at all); 1.81-2.60 (Little); 2.61-3.40 (Average); 3.41-4.0 (Much); 4.01-5.0 (Very Much)" and self-evaluation of competence in pronunciation was also analysed through mean scores (x): "1.0-1.80 (Very poor); 1.81-2.60 (Poor); 2.61-3.40 (Average); 3.41-4.0 (Competent); 4.01-5.0 (Very competent). Furthermore, each student microteaching was analyzed in line with a pronunciation rubric adapted from Polse (2006: 222): "6-Excellent (Few errors, native-like pronunciation); 5-Very good (One or two errors but communication is mostly clear); 4-Good (Several pronunciation errors, but main ideas are understood without problem); 3-Fair (Noticeable pronunciation errors that occasionally confuse meaning); 2-Weak (Language is marked by pronunciation errors. Listeners' attention is diverted to the errors rather than meaning. Meaning is often unclear); 1-Unacceptable (Too many errors in this task for a student at this level. Communication is impeded).

In addition, participants' views as to the effect of sentential stress study were analysed qualitatively. Qualitative data were analysed in terms of the contribution of this study to participants' application of stress patterns in English. Sample views of these nine participants were included in the study to support the quantitative data.

Findings

Prospective Teachers' Background Knowledge as to English Pronunciation

In their response to the pre-study questionnaire 36 female and 14 male student teachers

reported that they had studied pronunciation to some extent in a number of courses; namely, Linguistics, Teaching Language Skills, Teaching English to Young Learners, and Oral Communication Skills. The mean (x) scores may show that prosodic features of English such as Rhythm (3.06), Sentence stress (3.24), Word stress (3.44) were less emphasised when compared with the segmentals such as Consonants (3.66), Intonation (3.62), and Vowels (3.70) in their undergraduate courses. An analysis of pre-service teachers' self assessment of their competency in various components of pronunciation may also show that they had "average" competency in all these components; however, they reported that they were better at such segmentals as consonants ($x=3.80$) and vowels ($x=3.72$) when compared with such suprasegmentals as sentential stress ($x=3.42$), intonation ($x=3.40$), word stress ($x=3.38$) and rhythm ($x=3.22$).

Prospective Teachers' Competence in Sentential Stress

An analysis of stress placement as to tonic stress in sentences shows that more than half of the participants had correct stress placement in all the sentences (see Table 5) ("It **HURTS**"; "JOHN'S a **LAW**yer"; "DO it"; "WHERE'S the **BEEF**?"; "I THINK he's **GOT** it"; "I SAW you"; "I WENT to the **STA**tion"; "COME to Canada", while less than half had it correct for "Her **FAT**her **CLEAN**ed the **BASE**ment" and only 24% for "It's **BETTER** to **HIDE** it from **JOHN**."

As for the emphatic stress, Table 6 displays that relatively few participants had correct stress placement in "You **ARE** one" and "I **mySELF** went there" while they placed it correctly for other sentences: "I **DID**", "You **MAY**" and "I'm **TER**ribly sorry".

Table 5: Tonic stress

| |
|--|
| It HURTS (96%); JOHN'S a LAW yer (76%); DO it (70%); WHERE'S the BEEF ? (70%); |
| I THINK he's GOT it (64%); I WENT to the STA tion (56%); I SAW you (58%); |
| COME to CA nada (50%); Her FAT her CLEAN ed the BASE ment (42%); |
| It's BETTER to HIDE it from JOHN (24%). |

Table 6: Emphatic stress

| |
|--|
| 1. A) I'm not a good person. B) You ARE one. (8%) |
| 2. I my SELF went there. (20%) |
| 3. I'm TER ribly sorry. (50%); |
| 4. A) May I leave now? B) You MAY . (78%) |
| 5. A) Did you do it? B) I DID . (92%) |

When analysing contrastive stress in the dialogue that starts with tonic stress (see Table 7), it can be seen in that the participants

had problems in placing correct stress pattern in sentences with either tonic stress or contrastive stress.

Table 7: Contrastive stress

| |
|---|
| A: WHAT do you DO ? (42%) |
| B: I'm a DOC tor (78%) and I WORK in a HOS pital. (46%) |
| B: WHAT do YOU do? (34%) (addressing C) |
| C: I'm a pro FES sor (36%) and I LEC ture at the uni VER sity. (12%) |

As a consequence of these varying results the researcher held a number of sessions with nine volunteering participants to improve their application of stress patterns in sentences.

Training Pre-service Teachers in Sentential Stress Patterns

Prior to training sessions, a native speaker of English who was teaching in this particular ELT department analysed video recordings of these nine participants as to 'intelligibility'

and 'sentential stress'. The results show that the mean average was 3.00 for 'intelligibility' and it was 3.33 for 'sentence stress' (see Table 8). In Table 8 it can also be seen that only one participant (P5) was "excellent" in both 'intelligibility' and 'sentence stress' while participant nine (P9) was "weak" in both categories and participant eight's English was rated "unacceptable". Participants 1 and 7 were rated as 'good' in sentence stress while participants 2 and 3 were "fair" in intelligibility and using sentential stress.

Table 8: Native-speaker assessment of pre-service teachers' competency in sentential stress and intelligibility

| | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | Mean (x) | Std. Deviation |
|-----------------|----|----|----|----|----|----|----|----|----|----------|----------------|
| Sentence stress | 4 | 3 | 3 | 2 | 6 | 2 | 4 | 3 | 2 | 3,33 | 1,32 |
| Intelligibility | 5 | 3 | 3 | 2 | 6 | 2 | 3 | 1 | 2 | 3,00 | 1,58 |

An analysis of data as to pre-study and post-study test items shows (see Table 9) that there was a significant increase in placing the correct stress pattern in all the sentences in terms of tonic stress; namely, "**DO** it"; "**SAW** you"; "**WHERE'S** the **BEEF**?"; "**JOHN'S** a **LAW**yer"; "**COME** to **CA**nada"; "I **THINK** he's

GOT it"; "I **WENT** to the **STA**tion"; "Her **FAT**her **CLEAN**ed the **BASE**ment"; while the increase was low in the sentence "It's **BETTER** to **HIDE** it from **JOHN**". In the sentence "It **HURTS**", all the participants got the correct placement in both pre and post pronunciation tests.

Table 9: Comparison of pre-test post-test results: tonic stress

| | Pre-study % | Post-study % |
|--|-------------|--------------|
| DO it | 44,4 | 100,0 |
| I SAW you | 66,7 | 100,0 |
| WHERE'S the BEEF ? | 77,8 | 100,0 |
| JOHN'S a LAW yer | 66,7 | 100,0 |
| COME to CA nada | 44,4 | 100,0 |
| I WENT to the STA tion | 33,3 | 100,0 |
| It HURTS | 100,0 | 100,0 |
| I THINK he's GOT it | 55,6 | 88,9 |
| Her FATHER CLEANed the BASE ment | 33,3 | 88,9 |
| It's BETTER to HIDE it from JOHN | 22,2 | 44,4 |

In terms of emphatic stress there was also significant improvement in sentences "I my**SELF** went there"; "I'm **TER**ribly sorry"; and "A) May I leave now? B) You **MAY**" except for the sentence "A) I'm not a good person. B) You

ARE one", as to which the increase level was low. In addition, in the sentence "A) Did you do it? B) I **DID**" there was also slight decrease (see Table 10).

Table 10: Comparison of pre-test post-test results: emphatic stress

| | Pre-study % | Post-study % |
|--|-------------|--------------|
| 1. I my SELF went there. | 33,3 | 88,9 |
| 2. I'm TER ribly sorry. | 44,4 | 66,7 |
| 3. A) I'm not a good person. B) You ARE one. | 11,1 | 22,2 |
| 4. A) May I leave now? B) You MAY . | 77,8 | 100,0 |
| 5. A) Did you do it? B) I DID . | 100,0 | 88,9 |

In applying contrastive stress the participants showed significant improvement. Table 11 displays that the participants all got the correct answer in tonic stress and improved their placement of stress pattern in contrastive

stress as in the dialogue "A:WHAT do you **DO**?; "B: I'm a **DOCT**or"; "and I **WORK** in a **HOS**pital"; B: WHAT do **YOU** do? (Addressing C) "C: I'm a **proFES**sor"; "and I **LECT**ure at the uni**VER**sity".

Table 11: Comparison of pre-test post-test results: contrastive stress

| | Pre-study % | Post-study % |
|---|-------------|--------------|
| A:WHAT do you DO ? | 66,7 | 100,0 |
| B: I'm a DOC tor. | 77,8 | 100,0 |
| and I WORK in a HOS pital. | 55,6 | 77,8 |
| B: WHAT do YOU do? (addressing C) | 55,6 | 55,6 |
| C: I'm a pro FES sor | 33,3 | 100,0 |
| and I LEC ture at the uni VER sity. | 22,2 | 77,8 |

Views on the Experimental Study

Each of the nine participants was also asked to report on the effect of the study on their stress placement in English. Participant 1 stressed the importance of such a study as she got the chance to study the stress pattern rules: "Before attending the seminars I repeated again and again while finding the stress syllable and after some time I was confused and I chose whatever sounded good for me. ... Taking these seminars gave me a chance to learn some rules about correct pronunciation." Participant 2 was also aware of the importance of such a study as she realized her own level of using stress patterns in English: "Actually I didn't have any awareness about this stress issue that much before the seminar. ... On the other hand, we still feel lack [of it] on behalf of myself. I need to improve my pronunciation and much more practice." Similarly, Participant 3 stated that such a study contributed to his use of stress patterns in English: "It is obvious that these lectures helped me develop my pronunciation skills. As English is stress and rhythm based language, I lack of knowing these stuff. Now I feel better producing the vocabulary and stress and rhythm."

Participants 4, 5, 6 and 7 pointed out the difference they felt between before and after the stress patterns study. "Firstly I didn't know so much information about stress before seminars, but now I know them in a detailed way." P4.

Participant 5 was of a similar view: "I think I improved myself both in word level stress and sentence level stress. Before the seminars, I didn't have a clear idea about where the stress in words

and sentences. Generally I made the stress as we do in Turkish. But now I have an idea about the basic points." P5.

Similarly, Participant 6 stressed that "To be honest I didn't know the basic rules of word level and sentence level stress. I used stress randomly while I was speaking. If it sounded good to me, I used stress in that way. But after the seminars I attended, my awareness on word level stress and sentence level stress had increased. Now I feel more confident in using stress while I'm speaking or pronouncing a word separately in a sentence." P6

Participant 7 also came up with similar views about the effect of such an experimental study on their spoken English: "I wasn't aware of the importance of word stress or sentence stress before the seminars. It made me give importance to these issues and now while I'm speaking I am careful about the word and sentence stress." P7

Participant 8 stressed the importance of these seminars while acknowledging the limitations she had in using stress patterns in English: "To tell the truth, before I attended these seminars, I had no idea about the rules of sentence or word level stress. ... I didn't pay attention to the stress in my speeches. ... It was embarrassing to understand that still I am not competent enough in English. You understand that you have lots of things to learn and I am at the beginning of this journey."

Participant 9 also became aware of her use of stress patterns in English: "After I have attended

these seminars, I noticed that I have a lot of problems with my pronunciation and producing sounds. ... Now I don't see myself competent still but as the time passes it would be better."

The participants' views might indicate the positive contribution of such a study to prospective English language teachers' awareness of and competency in application of sentential stress in English.

Discussion

Non-native pre-service teachers' poor competency in sentential stress may be closely related to their background education in English. Poor instruction and practice concerning prosodic features of English may result in poor competence on the part of prospective teachers of English (Hismanoglu, 2009). Pre-study findings indicate that sentential stress as well as connected speech, intonation, word stress, and rhythm received relatively little attention in ELT departments in Turkey when compared with the learners' competency in segmentals such as consonants and vowels. Moreover, all of the nine participants emphasised that they lacked substantial information in stress allocation in English and needed to study suprasegmentals due to the nature of Turkish language or due to poor background information in sentential stress in English. Since the majority of Turkish pre-service teachers of English in this particular study failed to place correct stress patterns in sentences, they were likely to transfer such poor competency to their future professional lives as teachers of English in EFL classes. This study, therefore, proves that pre-service teachers of English in Turkey need to learn more about "sounds, nuclear stress, and articulatory setting" as Jenkins (1998, p.125) puts forward.

This study shows the emerging need for pre-service teachers of English in the Turkish context to receive special education in stress patterns in English since their mother tongue Turkish as a syllable-timed language differs from English as a stress-timed language in that in a syllable-timed language "[e]ach syllable in an utterance bears an approximately equal rhythmic beat, and the amount of time taken for producing the utterance is proportional to the

number of syllables" whereas in a stress-timed language "stressed syllables in the utterance occur at approximately the same intervals and the time taken for the utterance is proportional to the number of stressed syllables" (Nishihara & Van De Weijer, 2011, p. 156). Turkish speakers of English tend to produce artificial English or are likely to send incorrect messages by sparing similar amount of time to each syllable in English. Prospective teachers of English need to learn how to apply correct stress in sentences as stress-timed languages entail (Avery and Ehrlich, 1992). This study shows that systematic training of pre-service teachers of English may alleviate possible problems that result from participants' poor knowledge and practice of prosodic features of English as studies conducted by Seferoğlu (2005) and Hismanoglu and Hismanoglu (2011) in the Turkish context may indicate. A number of research studies conducted in international settings may also prove similar results as AbuSeileek (2007) puts forward that EFL learners understand and also produce correct stress patterns in words, phrases, and sentences as a result of training on pronunciation instruction. Conducted in English as a Second Language setting, Fischler's (2005) MA study may also prove the positive gains of pronunciation study in stress placement in words and sentences. Our study also showed similar results as all nine participants, having gone through a systematic training on stress patterns in English, were able to apply stress patterns correctly in sentences with tonic stress, emphatic stress, and contrastive stress.

This particular study can prove the positive contribution of such a particular training in learning how to use correct stress patterns in sentences. Prospective non-native teachers of English, particularly in this specific Turkish context, can improve their competency in sentential stress patterns provided that they are made aware of basic stress patterns in English and also involved in an extensive practice of such stress patterns.

Conclusion

In non-native EFL settings, poor pronunciation skills may result in failure in spoken communication. Incorrect stress allocation

in sentences constitutes one of the major problems in non-native contexts like the Turkish one. Turkish speakers of English either tend to avoid or misplace stress patterns in English sentences due to the effect of their mother tongue being a syllable-timed language. However, Turkish speakers of English can attain achieve sound competency in English stress patterns once they are

offered practice chances as the experimental part of this study with only nine pre-service teachers of English for a period of only four weeks may indicate. This study may set a good sample for how pronunciation studies focusing on prosodic features of English can be implemented in a non-native setting like Turkey.

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Geniş Özet

Giriş

İngiliz dilinin karmaşık telaffuz yapısı İngilizceyi yabancı dil olarak öğrenenlerin bu dili ana dili gibi edinip konuşmalarını zorlaştırmaktadır. İngilizcenin bu doğal yapısı İngilizcenin anadili gibi edinilip konuşulması yerine onun anlaşılır bir telaffuzla konuşulmasını daha gerçekçi kılmaktadır. Türkçenin hece zamanlı bir dil olması ve İngilizcenin de vurgu zamanlı bir dil olması İngilizce öğrenenlerin ve öğretmenlerin dilin bürünsel unsurlarını konuşma dillerine yansıtmasını zorlaştırmaktadır. Fakat İngilizcenin bu bürünsel özellikleri genellikle dil öğretim programlarında yeterince yer almamakta ve İngilizceyi yabancı dil öğrenen ve öğretmenler yeterli becerileri geliştirememektedirler. Bu amaçla bu çalışma mezuniyetleri öncesinde son sınıf İngiliz Dili Eğitimi öğretmen adaylarının dilin bürünsel unsurlarında ne kadar yeterli olduklarının araştırılmasını ve dilin bürünsel unsurlarından olan cümlede vurgunun geliştirilmesini hedeflemektedir.

Yöntem

Çalışmada elli son sınıf İngiliz Dili Eğitimi öğretmen adayı ile cümlede vurgu yetilerinin belirlenmesi amacı ile 2011-2012 Eğitim Öğretim yılı bahar döneminde çalışma öncesi anket uygulaması yapılmıştır. Ankette adayların cümle vurgusu ile ilgili ön bilgilerinin ortaya çıkarılmasının yanı sıra, cümlede vurguyu oluşturan tonik vurgu, karşılaştırmalı vurgu ve pekiştirmeli vurgu konularında cümleler verilmiş ve her bir cümlede bulunan ana vurgulu kelimeyi ve bu kelimedeki birincil vurgulu heceyi bulmaları istenmiştir. Ayrıca ön anket çalışmasına katılan dokuz öğretmen

adayı ile cümlede vurgu unsurlarının ele alındığı dört hafta süren uygulamalı bir çalışma yapılmıştır. Uygulamaya katılan adaylara çalışma öncesi verilen anket, çalışma sonrasında tekrar verilmiştir. Elde edilen bulguların aritmetik ortalamaları çalışma öncesi ve sonrası yeterlikler açısından karşılaştırmalı olarak incelenmiştir. Ayrıca çalışma sonrası uygulamaya katılan adayların vermiş oldukları nitel veriler bu çalışmanın adayların cümlede vurgu yetilerine olan katkısı açısından incelenmiştir.

Bulgular

36 kız ve 14 erkek öğretmen adayının çalışma öncesi ankete vermiş oldukları yanıtlarda Dil Bilimi, İngilizce Konuşma Becerileri, Dil Becerilerinin Öğretimi ve Çocuklara İngilizcenin Öğretimi gibi derslerde kısmen de olsa İngilizcenin telaffuzu konusunda bilgi aldıkları görülmüştür. Aldıkları eğitimin dilin bürünsel unsurları ve seslerin çıkarılması ile karşılaştırıldığında, cümlede vurgu gibi bürünsel unsurların daha düşük bir seviyede olduğu ortaya çıkmıştır. Bununla birlikte çalışma öncesi verilen cümle vurgusu ile test sonuçları öğretmen adaylarının cümle vurgusunda yeterli olmadıklarını göstermiştir. Uygulama sonrası elde edilen nicel veri sonuçları ise öğretmen adaylarının tonik vurgu, karşılaştırmalı vurgu ve pekiştirmeli vurguda ilerleme kaydettiklerini göstermiştir. Ayrıca bu katılımcıların uygulama ile ilgili görüşleri, öğretmen adaylarının çalışmanın öncesinde cümle vurgusu ile ilgili bilgilerinin yeterli olmadığını, fakat bu uygulamalı çalışma ile İngilizce cümlelerde doğru vurgulama konusunda gelişme gösterdiklerini ortaya çıkarmıştır.

Tartışma

Ön çalışma bulguları İngilizce öğretmen adaylarının cümle vurgusu, kelime vurgusu, dizem (ritim), tonlama gibi dilin bürünel unsurlarında yeterli bilgilerinin olmadığı göstermiştir. Dokuz öğretmen adayı ile yapılan uygulamalı çalışma ise bu adayların çalışma öncesinde cümle vurgusunda yetersiz olduklarını fakat çalışma sonrasında bu alanda belirli bir yeterliğe ulaştıklarını göstermiştir. Dilin bürünel özelliklerinden birini oluşturan

cümlede vurgu konusunda yeterliğe ulaşamayan öğretmen adaylarının, mezuniyet sonrası hem kendi dil kullarımlarında hem de İngilizce öğretimlerinde eksiklikler olacağı aşikârdır. Bu nedenle bu çalışma ile İngilizce öğretmen adaylarının mezuniyetleri öncesi telaffuzun bürünel unsurlarından olan cümle vurgusu ile ilgili farkındalık ve yeterlik geliştirmelerinin gelecek mesleki yaşantıları için ne kadar önemli olduğu vurgulanmaktadır.